**K-5 ELA Lesson Plan**

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| **Teacher:**  **Anna Potts, Michelle Lee, Brittany Baldwin** | | **Grade:**  **2nd Grade** | | | **Date(s)**: 9/7/12 Day 2 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Task 3 | | |
| **Essential Question(s): How do good writers tell the story of someone else’s life?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Chart paper**  **Paper**  **Markers**  **Staff member**  **George Washington Carver (reading a-z)**  **Projector** | | | | **Fiction- a story about something that is not real.**  **Nonfiction- a story about something that is real.**  **Realistic Fiction- a story about something that is not real, but could be real.**  **Biography- an account of a person’s life written by another person.**  **Interview- asking questions to find information about a person’s life.**  **Community** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **I Can Statement(s):** I can follow the rules of discussion.  **Instructional Plan:**   * **Review what an interview is, and what makes a good interview question. Pass back the questions that the group came up with yesterday and have them discuss at their tables what are the best questions on the list and why. (teacher will walk around to assist)** * **Together the students and teacher will come up with a list of interview questions.** * **From the list the teacher will choose 5 mandatory questions that they have to use in their interview with the community member (challenges, when they were born, etc.) The students will write the questions on the interview template on their own. Then students will include up to 5 more questions from the list of their choice.** * **We will review how the question/answer procedure will work.** * **A staff member will come to the class so that the students can interview them.** * **The teacher will model the first question, and record the answer on the board. She will explain that when doing an interview you will need to take notes because you may not remember everything they say. The students will copy the question and answer on their notes page.** * **Students will raise their hand to continue to interview the staff member. Each time a question is asked, they will need to record their answers on the notes page.**   **\*\*We will be doing community lessons in Social Studies.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  XShared  X Guided Practice  XIndependent | **Writing**  **Standards:**  **L.2.2.** **Demonstrate command of the conventions of standard English capitalization, punctuation**, and spelling **when writing**.  **I Can Statement(s):** I can demonstrate how to use standard capitalization and punctuation when I write.  **Instructional Plan:**   * **Refer to Speaking and Listening plans.** * **Students will be writing questions and answers for an interview.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards:**  **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.   * **I Can Statement(s):** I can ask questions such as who, where, when, why, and how.   **Instructional Plan:**   * **Introduce the biography about George Washington Carver (projectable book from reading a-z)** * **Review fiction/nonfiction, realistic fiction, and biography** * **Discuss how he was a community member for our country who made a difference.** * **Teacher will read the story aloud as it is projected on the screen. Students will follow along and look at the pictures.** * **Together the teacher and students will discuss unfamiliar words, and review how to understand words through context and picture clues.** * **Review the question words (who, what, when, where, how) and answer them according to the biography.** * **Discuss what questions you would ask this person, and why you think his life is important.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Word Study**  **Standards: RF 2.3 b** Know and Apply vowel teams.   * **I Can Statement(s):** I know the sounds and spelling for common vowel teams.   **Instructional Plan:**   * **Spelling Test** | | | | |
| **Closing/Summarizing Strategy** | **Turn and tell your table partner one new fact you learned today.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can come up with more interview questions on their own.** | | **Teacher will provide more assistance when developing questions.** | | | **Give students picture clues to help with understanding interview questions.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Discussion and class interview with the staff member. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |